

Vol. X. No. 1

APRIL, 1916

Recreation
The Playground

The World at Play

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The Playground

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Reinald Werrenrath and Chorus
17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)

Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet

17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline

16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck

17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

17602 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon

64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck

55060 Act III, Scene 2. Song: Tell Me Where Is Fancy Bred? (Stevenson) Lucy Marsh and Reinald Werrenrath

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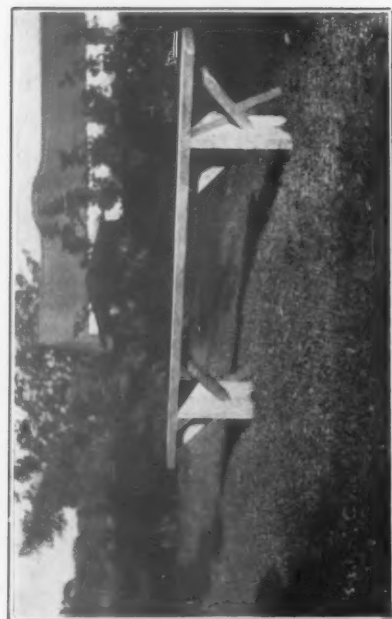
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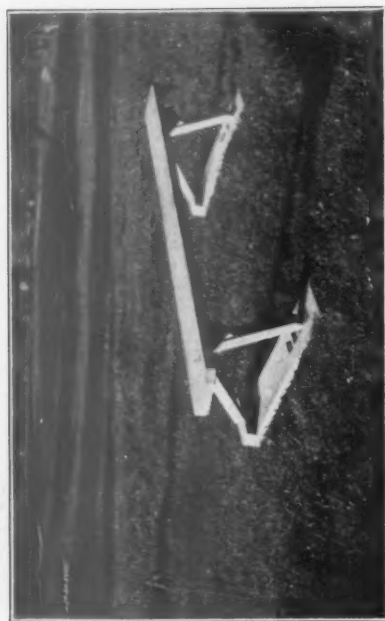
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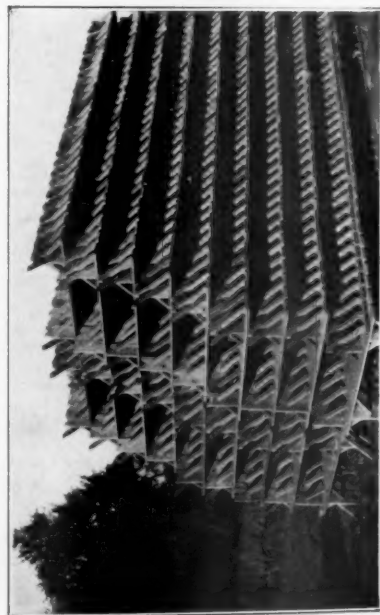
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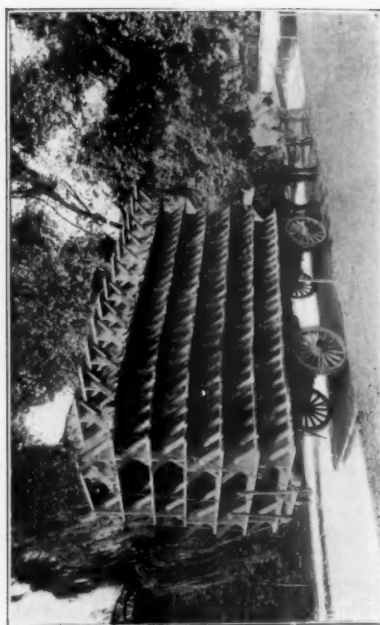
Hartford, Conn.
Band concert benches showing rear brace



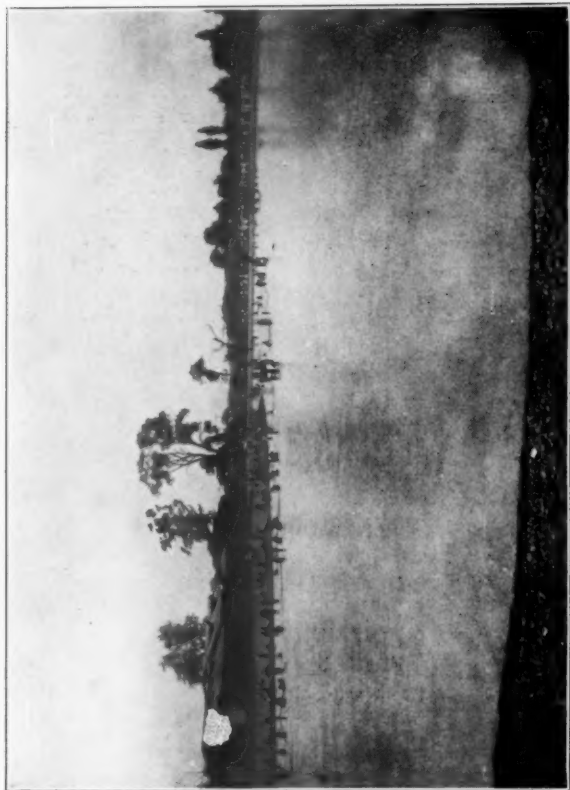
Hartford, Conn.
Band concert benches adjusted for side hill



Hartford, Conn.
Band concert benches stacked in yard



Hartford, Conn.
Band concert benches loaded on wagon. One load will seat from 1,000 to 1,200 persons



East St. Louis, Illinois

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Hartford, Conn.

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Hartford, Conn.

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East St. Louis, Illinois

GRAND STAND

Cost \$10,000. Built of concrete. Seating capacity 1,000. Room beneath grand stand contains shower baths, lockers, facilities for athletes of both sexes

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A Great Community Chorus.—The Rochester Community Chorus leading the singing of some 150,000 citizens gathered on the shore to watch the annual regatta at the opening of Genesee Valley Park, alternating with the Park Band and the church choirs floating up and down stream as they sang, marked a remarkable growth since the organization of the chorus with thirty-eight members, in 1914. From the beginning the organization has been on the basis that anybody who wanted to could sing. There were no dues, no trying of voices. Anybody who wanted to join was invited to put his name down and "sing for Rochester." The first public appearance was after two months of rehearsal—a success, artistically and recreatively. Since then no civic occasion is complete without the community chorus—and private invitations to these lovers of song have poured in.

Fifth Annual Report from Bennington.—The Fifth Annual Report from the Bennington, Vermont, Civic League, a pioneer among small towns in recreation, shows an expenditure for recreation during the past year of \$2,463.34, including \$1,100 for a new pavilion.

Library Hall will be rented

for the coming year to provide increased space for the community work and for the classes for school children. Through an arrangement with the Young Women's Club last winter, a gymnasium class was held for its members in return for the use of the club rooms for dancing one night each week. After Christmas this class was continued at the Y. M. C. A. as a basket ball club. A total attendance of 2,274 at the women's winter athletic classes is reported and an enrollment of 510 for the three series of community classes in social dancing. This series was especially valuable for the fine community social spirit it developed among all ages.

A Prize Essay Contest was conducted with a prize of ten dollars for the best essay by a high school student on *The Educational Value of Play* and a prize of five dollars for the best essay by a grade school child on *Why I Like Supervised Play*. The subject was made one of the required exercises in English in the high school.

A Hallowe'en Carnival began with a parade in which two hundred and eighty-five took part. A mounted cavalcade of headless horsemen led the procession, and a ghostly band came next, followed by the children in sec-

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tions. There were goblins, witches, spooks, Indians, sprites, marshalled by heralds and the kings and queens of Hallowe'en. The band stopped at the village square, which had been appropriately decorated, and gave a concert, after which all of the children were invited to the Y. M. C. A. for games and popcorn. A crowd of 4,000, the largest in the history of Bennington, viewed the parade.

The Community Christmas Tree, the Christmas Cotillion, the Community Sleigh Ride, the Spring Festival, Fourth of July Celebration, the Dedication of the Pavilion, and the Labor Day Celebration were other community play-days.

Yonkers, N. Y.—As a part of the plan of providing adequate recreation for Yonkers, a fine new playground in Glen Park was opened in October. Fully 5,000 people gathered upon the field and in the natural amphitheatre surrounding, to witness a program of dances and games arranged by Elliot G. Kingsbury, Recreation Superintendent. A doll carriage parade with nearly one hundred participants evoked much applause.

Yonkers has recently added three year-round workers to the recreation staff; public school athletic leagues, community dances and lectures are being promoted. It is said that the

opening of playgrounds in certain sections of the city has resulted in many demands from other sections: "Why don't we have a playground?" And the Mayor and Council hope to meet that demand in every case with a new playground.

Pittsburgh Motion Picture Film—Pittsburgh has arranged for a 1,600 foot film showing the local playground work. At the beginning of the film are shown the pictures of the members of the city government whose appropriation has made the playground work possible. The cost of the film was \$750.

The Bureau of Recreation, W. F. Ashe, Supt., will lend this to other cities if desired for extension purposes. The titles are mostly taken from chapter headings in Mr. Joseph Lee's new book, "Play in Education."

Sarah Heinz House, Pittsburgh, Pa.—Howard J. Heinz upon formally opening the Sarah Heinz House at Pittsburg, built as a memorial to his wife and a tribute to his son, dedicated it to youth, recreation, character and service. He stated that his first interest in this kind of work started with the newsboys while he was at Yale. Upon his return from college fourteen years ago he commenced with three boys a self-government club. The membership has now grown to 400. In their club activi-

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ties and the use of Heinz House they are helped by a staff of capable leaders supervised by J. J. Davey as director. John L. Elliott of the Hudson Guild, New York, spoke of Heinz House as one of the best built and most efficiently equipped buildings for social work which he had ever seen.

Gala Opening of a Great Playground—Twenty years ago Mrs. Betsy Head left a fund of \$176,000 for playgrounds. The Brownsville, New York, playground represents this sum with accumulated interest and \$200,000 more raised by the people of the district, largely needle trade workers.

A monster parade, folk-dancing, singing, and addresses by prominent men made up the program for the dedication, under the chairmanship of Gustavus T. Kirby, of the New York City Recreation Commission.

The playground and its beautiful shelter house will serve a district of more than 30,000 people, with a roof garden, wading and swimming pools, a "model kitchen" and other facilities of a thoroughly modern community center.

Park Development in Wilkes-Barre, Pa.—In 1906 the city council named the first park commission and placed a half mill tax levy at its disposal. They first undertook the preser-

vation of the commons along the Susquehanna and turned them into the show places of the city. This so stimulated the park movement that gifts of land for park purposes were received from private individuals which increased the park acreage from 38 acres to 160. The city has erected its own conservatories on the river common with a formal garden in front and the city nurseries and tennis courts at the left. The city now controls the banks on both sides of the stream and has condemned about 30 acres which it expects to use as a municipal athletic field. The park funds have been wisely expended and the original half mill levy for park purposes has not been increased.

Olympic Games in the Far East—The Far East held its first international games in Shanghai on a track built for the occasion and from North China, South China, Japan, Hawaii and the Philippines came different athletic teams and field track athletes of all kinds to take part in the contests. The games were very successful.

Children's Letters Express Appreciation—When the Board of Administration of Lincoln, Logan County, Illinois, installed modern playground apparatus on the school playground, the following letters

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were received from users of the new equipment:

Lincoln, Illinois, Sept. 9, 1915
My Dear Mr. Kern,
and Board Members:

I am going to try and tell you how grateful we are to you for our new playthings. We enjoy them very much. I wish my sister could be here with me then my grandma would not have to worry about her. We have such good times and every one is good to us. I like all of the playthings but have more fun on the merry-go-round. I like to take the little girls on it with me.

Your grateful friend,
Ethel D.

Lincoln, Ill., Sept. 10, 1915
Dear Mr. Kern:

I have enjoyed our new playthings so much I want to thank you for them. I wish you could see us play. We have so much fun on them. I like the swings best of all because I know a nice song about a swing and I always sing it while I am swinging. We are all very grateful to you and appreciate your kindness very much.

Your friend, Julia C.

Work for the Deaf—Cathedral House in Louisville, Kentucky, has found a wide field of usefulness in working for the deaf of the city. The Men's Club has given over one evening to the deaf when they may bring

their wives and enjoy the club rooms. A visitor has been provided who knows the sign language, though not deaf or dumb herself. She has been able to reach almost all the deaf persons in the community and acts as interpreter at their meetings. She has organized a women's club with clubs and classes on current topics so that all this great field of public work which was formerly closed to them will be open. A vacation school for the children from the State School for the Deaf reaches the children and keeps their oral reading progressing.

Advertising the Playground—Stanford Park, Chicago, Illinois, distributes little pink and blue cards—such as a man might keep in his vest pocket—and a girl, well, she could stick it in her mirror—giving lists of activities and opportunities at the play center.

Play Days—Among the interesting play days which have been reported to the Association are those of Newport, R. I., Brookline, Massachusetts, Johnstown, Pennsylvania, and the Music School Settlement for Colored People in New York. The last-named celebration took the form of a May Festival, a fairy revel, in which the marked sense of rhythm so characteristic of colored children made

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the dancing surprisingly exquisite.

The Johnstown play-day was a great picnic, attended by between 12,000 and 13,000 people, who were entertained at sunset by *Mother Goose in Fairyland*, participated in by about five hundred children. Track sports ball games, first-aid contests filled the afternoon and in the evening a vaudeville show was staged.

About 2,000 children were furnished with free transportation, 4,000 tickets for amusements were given out and at noon watermelon, peaches, wafers, pretzels and peanuts were served to 4,000 by the Recreation Commission.

The Newport and Brookline celebrations were elaborate pageants representing the history of the community. To the Newport Pageant held on Labor Day, the Central Labor Union contributed music and programs.

Play Day in St. Louis—St. Louis recently held, by proclamation of the mayor, its first municipal play day. Athletic events, water carnivals, picnics, a City Club barbecue, band concerts, illuminations and other features filled the day. The purpose of the celebration was to encourage greater use of the city's recreation facilities by all the people.

Five Cents or Fifteen Dol-

lars?—In an address delivered before a special mass meeting held in Boston on November 18th, Edward T. Hartman, secretary of the Massachusetts Civic League, pointed out that Boston could, by planning ahead, have had all the land she wanted for play and recreation purposes for five cents a foot, whereas now it costs her anywhere from twenty-five or fifty cents to ten dollars or even fifteen a foot. She could also have had this cheap land near her school buildings. It was pointed out that much of the city planning has been left to the cows and to the land speculators.

Slides for Coasting—Joseph Lee made the following answer to an inquiry regarding slides for coasting:

At the Columbus Avenue Playground I had some slides put up to make a small hill for coasting. I think a total drop of four feet perpendicular is a great deal better than nothing for little children. A slide can easily be made for you by a carpenter with planks, and it can be iced by simply pouring water on it. The steps up to it can be made in front on one side of the slide. There should be a fair-sized platform at the top so that there will be room to turn round. It should be made strongly but would not cost much more than the lumber. A carpenter could

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probably make you a slide that would stand up all right without the posts being driven in.

Skating and coasting I found did not combine very well on exactly the same spot, as the coasters ran into the skaters with sad results, but the coast could go down one side, perhaps.

You could get skating either by flooding or by sprinkling. I have never done the latter but have heard of its being very successful. I mean sprinkling the water on and having it freeze as it falls in layers, so that there is no water under the ice. It is a good device in case the ground leaks, as in the case of one of your grounds, or in case it has a slant so that it can't be flooded.

Making Playground Apparatus—To provide playground apparatus for every rural school in Lewis County, Washington, entertainments will be held in each district to raise money for lumber. This will be made into apparatus by manual training pupils, after plans and models prepared by A. C. Canterbury, county superintendent. Board covers fitted to regular school desks make the "shop." Mr. Canterbury has carried out this plan successfully in a number of schools where he has been teacher or principal.

Rural Book Club—The literary society of Hopewell Junction,

New York, has a book circulating department which provides a great deal of pleasure for the members. Each member contributes one book of the best late fiction. The books are covered with brown paper and on a slip inside is written the name of the owner and of every member of the club. The book makes a complete circle back to the owner.

In Southern Cotton Mills—Rock Hill, S. Carolina, has seven cotton mills and every mill provides recreative and educational advantages for all the families connected with the mill. There are baseball courts, swings and other apparatus.

There is a community house, five nights a week this is used for a school and one night for place of entertainment. There are concerts, readings and recitations—always free.

Aside from the equipment for recreation provided by the mills each mill contributes from \$600 to \$800 for general expenses.

Combining Advertising and Recreation—A photoplay entitled *The Maid of the Miami* written and performed by citizens of Dayton, Ohio, provided recreation for many participants and spectators, both during the taking of the pictures and later as a moving picture exhibition. The film will be shown in a large number of cities. The city was

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thoroughly gone over for scenes suitable for the picture, and showing Dayton at its best. The scenario was written to fit the scenes. A little romance is the backbone of the story and incidentally Dayton's million dollar hotel, children's playgrounds, the Wright aviation field, where an aeroplane flight was given, the Dayton Riding Club and other "show places" appear.

Every man, woman and child in the city soon learned what was going on during the four days of actual picture-taking and came as interested spectators by thousands and tens of thousands. The last scene represented a canoe regatta, gotten up for the occasion, in which the principals presumably went over a high waterfall. Between 10,000 and 20,000 people lined the banks or paddled about in various types of water craft during this event.

Children's Reading as a Help in the Development of Character—Ella Lyman Cabot, in *The Child*, writing upon the above topic recommends for the first years of school life when the children average about six years the charming folk stories of the Grimm Brothers, for the second year, a study of the most child-like of all the saints, St. Francis of Assisi; third year, Longfellow; fourth year, Tolstoi's wonder-

ful *Stories for Children and Peasants*. Several of these stories are gathered together in the world classic series issued by the Oxford University Press as *23 Stories by Tolstoi*. For the fifth year, Kipling's *Just So Stories*, *Puck of Pook's Hill*, *Rewards and Fairies*, the two *Jungle Books*, *Garm*, *a Hostage* and some of the ringing poems; sixth year, Stevenson, the most sympathetic of all writers; seventh year, Tennyson and the *Stories of the Round Table*. The ethical aim of this year will circle around the great theme of chivalry, devotion, reverence and purity. The story of Joan of Arc as told by Mark Twain has been found deeply moving to girls. In the eighth year, through Scott's poems, and extracts from the novels a taste for the Waverly novel can be developed and eliminate the reading of dime novels.

Stories Help Boys—*The Storytellers' Magazine* reports an interesting letter received from a "wandering" storyteller describing how unruly and vicious boys in a certain neighborhood had been reclaimed through their interest in the stories which she had told to a nondescript crowd of young people gathered about a door step.

From a Southern Educator
—W. K. Tate, Professor of Rural Education at the George Pea-

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body College for Teachers, Nashville, Tenn., writing in the July 1915, *Southern Workman*, says he once asked an intelligent teacher this question, "If you could do one thing only for the young people in your community what would that be?" Without hesitation he answered, "I should devise wholesome ways in which they could entertain and amuse themselves. If I could do this I believe the rest would be easy."

There is a growing feeling that the country school should employ at least three teachers. One of these teachers should be especially trained in rural social service and recreation and should be able to direct the recreational activities of the country community throughout the year and also should be trained in plays and games and should know how to teach singing and music.

Music should be placed in the first rank as a socializing activity. Most people like music and like to sing. When people sing together they can usually do a great many other things together.

The mountain boys and girls at the Berry school in Rome, Ga., last year developed a beautiful pageant drawn from the history and traditions of the Appalachian high lands. Such exercises are important factors in developing the latent imagin-

ation of the farm boy and girl.

A county superintendent in Alabama has recently started a home-made lyceum course which has been very successful. Half a dozen communities can form a circuit and secure good regular talent at reasonable rates.

The stereopticon and moving picture machines offer fine opportunity for rural recreation. Mr. Warren Denham Foster of the Youth's Companion has devised a simple plan for bringing moving pictures into the most remote country communities at very reasonable prices. A portable gasoline engine and small dynamo which can be set out in the country schoolhouse yard furnishes the electric light for the film. The operator makes a circuit of six school houses, visiting each one day in the week. One hundred fifty people at ten cents each will pay the cost of operating such a circuit.

The library should be in the country schoolhouse for adults as well as children.

"**Make Me Play**"—The experience of the pioneer street play leaders in New York who were frequently met by the appeal, "Teacher, make me play!" is recalled by the efforts of Chicopee, Massachusetts, play leaders to pay special attention to the shy and backward children. Only in this case,

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they often find the child is too listless even to make the appeal.

"You see," said a member of the commission, "the trouble is that boys don't want to run in a race when they know they're going to be beaten. So these pathetically listless little bodies will stand for days and days on the side lines, refusing each invitation to join in the fun with a shy little plea that they have come just to 'watch.' It takes organizing to get them into it. We have been at it for six years, and we're just beginning to develop a system. But this year we are going to try to grade all our athletic contests and all our games so that everybody can find a place. We're going to introduce more kindergarten games, too. We want to make the playground the best part in a child's life while he is young, so that he will keep coming to us all the time he is growing up."

Adequate School Playgrounds—The Paterson, N. J., *Guardian* notes that in fulfillment of the requirement that every school building erected in the city of Pittsburgh in the future shall have adequate playground facilities, eleven new buildings now under contract are all provided with ample grounds. The sites of 140 school buildings now in the city aggregate 120 acres. "Paterson must travel several millions of miles

before it overtakes Pittsburgh in the matter of playground facilities," remarks the *Guardian*.

Illustrated Lessons—Columbus, Ohio, has a public school library picture collection consisting of over 7,000 pictures carefully catalogued and indexed so that almost any subject can be taught with illustrations.

Essentials of the School Recess—Writing in the *Utah Educational Review*, James R. Griffiths, Instructor in Physical Education in the University of Utah, asserts that the re-creation of the teacher is as vital an essential of the school recess as is that of the pupil. Every pupil, busy happy, active, playing what he wants to play with zest—and the teachers, not talking "shop" or reading examination papers in their rooms, but playing just as much as the pupils—an ideal condition surely—and one which Mr. Griffiths believes can be brought about only by having a play leader in every school. "It is probably a fact that a greater per cent of teachers than of children are injured by the drudgery of school life. The cost of providing equipment for both groups is insignificant and can easily be met if the play director knows the value of free play and the effect of inexpensive apparatus."

By Just One School Teacher
—In a small town in California,

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a young school teacher changed the whole atmosphere of the "foreign settlement," introducing the foreigners to the aristocratic little village in the new guise of friends and neighbors. The district had been almost entirely isolated from the rest of the town, the citizens rather resenting the coming of the outsiders. But the teacher kept the schoolhouse open twelve hours a day, provided books, magazines and games, talked to the mothers about their babies, induced someone to open a good moving picture show and saw to it that some of the films represented scenes of American life and industry. Soon people from across the river came to help lead clubs. Children's gardens were started and a children's improvement society cleaned up the streets and planted flowers. A piano in the school helped to draw out violins hidden away in trunks and community music increased the growing community spirit.

Splendid Playground Donated to Scranton, Pennsylvania.—After the councilmen of Scranton had spent many weary hours trying to figure out how to secure a seven-acre tract, universally regarded as the most desirable spot in Scranton for a neighborhood center, Charles S. Weston surprised them by present-

ing the plot, valued at nearly fifty thousand dollars, to the city as a memorial to his father. The sum of \$25,000, available from a bond issue, can now be spent upon making the gift ready for public use without delay. Had this money been used to purchase the land, many years might have elapsed before money to complete payments and make it ready for use could have been available.

Mrs. Weston, wife of the donor, has always been active in the recreation movement and was instrumental in securing the first appropriation for a playground in Scranton.

Exhibit of Play Parks.—At the Texas State Fair, the Dallas playground exhibit included a model of Dallas' oldest playground, Trinity Park. The model is an exact representation of the park, correct in the smallest details, from the \$18,000 field house to the smallest flower beds. Tiny dolls represent the children enjoying the many activities of the playground, in the swings, wading pool, tennis court, basket-ball courts, and using the outdoor gymnasium apparatus.

Next is a glass case, displaying specimens of the handiwork which the children are taught to do. An idea of the scope of the work done, and the variety of people touched by the play-

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ground system, is received when one sees in the case two pieces of needlework, one an exquisitely embroidered dress yoke, done by a lady sixty-five years of age, at Trinity Park, and the other, a tiny handworked doily labeled, "Margaret Sullivan, Age 7."

The walls of the booth are adorned with photographs of the various parks of the city, showing the children engaged in the various activities taught at the playgrounds under the direction of the play leaders.

Pictures of clubs, basket-ball games, picnics, athletic teams show the uninitiated what Dallas is doing for its future citizens.

The interest aroused by the exhibit is evident. Thousands of interested visitors have inspected it, and many admiring comments have been passed upon the excellent manner in which the exhibition is staged.

Myron Kesner, Supervisor of Playgrounds, Park Department, Dallas, Texas, writes of this exhibit:

"Our exhibit at the Texas State Fair has called such marked attention to the work this department is doing that I am in receipt almost every day of inquiries from all parts of the country in the southwest asking where they can secure workers and how they may learn of the scope of playgrounds in a more comprehensive manner. In

every instance I refer the writer to your office and urge that they subscribe for your publication.

"The exhibit is now at Sherman, Texas, where they are holding a municipal exhibit and is one of the banner features on account of the human appeal it makes for play and recreation among adults as well as among children. I have fifteen large charts arranged in the exhibit showing the many and various forms of play and recreation under supervision.

"Regarding your question as to whether or not we shall be able to loan the model of Trinity Play Park to other communities I am indeed sorry to say that I do not think this plan feasible on account of the danger of breaking the plaster of paris model of our field house. With all the care that we have exercised in transferring the model from the state fair grounds to Trinity Play Park we were not successful in preventing some damage to the model. The jarring of the wagon on which the model was being carried caused the steps around the building to break. However, the injury is being repaired without any permanent effect on the building.

"In view of this occurrence, I am inclined to believe that the model will not stand hard traveling or much usage. It cost the

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park board \$100 to have the replica of the field house made. All other work was accomplished under my direction by the boys and girls themselves at a very nominal cost. For the present at least the model will stay in Dallas."

(See cut, page 432, March, 1916.)

Film Selection.—The office of the Metropolitan agency of the Community Motion Picture Bureau has recently been opened in New York City in the Educational Building at Fifth Avenue and Thirteenth Street. James S. Judd is managing Director. The work of this Bureau came about from a recognition of conditions stated in a pamphlet published by the church and Social Service Commission of the Federal Council of Churches:

"A new profession is developing, namely: film selection. Churches vary in the nature of their demand for films. Educational institutions want a suitable program. A mission wants to draw a crowd and illustrate a theme. These are beginning to look to men and women who know the films and can make their selections for them."

The Community Motion Picture Bureau is equipped to give intelligent and cumulative film service to churches, educational institutions and other groups

desiring carefully edited motion picture programs. The Bureau is an important factor in this new profession of film selection. The preliminary work in the selection and acquisition of its films has covered a period of six years, and it is constantly selecting and receiving leading new films as they are released.

"For Community Service" the Bureau offers the motion picture, not as a money-making undertaking, though the service can be made self-sustaining and more. Its service is flexible. It serves effectively the specialized city school, or the little red schoolhouse of tradition; the metropolitan church or the common meeting place of the smallest village. The Bureau's programs are edited with the special needs of its subscribers constantly in mind.

Playground Institute in Savannah, Georgia.—Montague Gammon, Director of Playgrounds of Savannah, writes enthusiastically of the Normal Institute in Play conducted under his direction during the month of June. Courses in *Play and Play Administration, Games and Athletics, Handcrafts, Folk Dancing, Gymnastics, Scout Work, Music, Dramatics* and *Story-telling* were given. Mr. Gammon and local instructors gave the courses.

Mr. Gammon says:

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"We had a total enrollment of one hundred and sixteen individuals. Seventy-six of these attended in the day and fifty in the evening. Forty-two students received certificates of attendance and proficiency.

"No fees were charged. Students in the handcraft classes contributed seventy-five cents each to pay for actual cost of material used. Those who desired credit for the courses completed paid seventy-five cents to cover the clerical work of keeping records and the cost of printing the certificates.

"We had the hearty co-operation of the Y. M. C. A. whose plant was used for the classes. The secretary and physical director were so pleased with the results obtained that they have asked me to enlarge the scope of the work so that we may include preparation for physical directors another year.

"I see very distinct and tangible results from this month of work and study; it seems one of the best things we could do in promoting the general interests of the playground movement, especially in this community where a municipal system was created *de novo* and the public was not prepared or educated by the slow growth of a privately inaugurated playground.

"Our employed leaders are

better prepared and have a broader outlook.

"The interest and active help of a number of volunteer workers have been secured.

"The gospel of play is being carried to the public by the whole group of students.

"Many mothers attended and have a better understanding of their children and how to meet their needs."

The handcraft work introduced on the playgrounds of Savannah last summer proved so successful that it was possible to exhibit fifteen hundred baskets, no two of which were alike, in a district fair. Later the collection was displayed on the main business street to the delight of many hundred visitors. It was considered the more remarkable because none of the instructors and none of the children had had any experience in basketry before. The greatest part of the material used was native, such as pine straw and palmetto, gathered to a great extent by the children themselves, who made weekly expeditions to the country for this purpose.

Children from Savannah playgrounds gave a demonstration of play activities before the delegates to the Georgia Federation of Women's Clubs assembled in convention in that

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city. A great deal of enthusiasm was expressed by the delegates, especially by those from communities not yet having playgrounds with employed play leaders, who felt that no time should be lost in providing such play for the children in their home towns.

A memorial to the late Richard J. Davant, Mayor of Savannah, adopted by the City Council, credits this mayor with the initiation of many progressive steps for the city, among them the establishment of a playground system.

"The needs of the children, deprived of proper opportunity for physical development, had strongly appealed to his sympathetic nature. His own intense love of outdoor life led him to seek to confer health-giving advantages upon the boys and girls of the community. The playground system of today, the work of his administration in which he probably felt the deepest pride, stands as a monument to his successful efforts. It will continue an enduring and ever-widening memorial, keeping his name fresh in the minds of future generations, more permanent than monument of granite."

The Shakespeare Tercentenary.—The Shakespeare Ter-

centenary offers a splendid opportunity for playground and neighborhood center activities, combining recreative and educative elements in a high degree. Probably not a single center in the land but can participate in this movement in some degree. The Drama League of America, 736 Marquette Building, Chicago, Illinois, began the propaganda, which has already borne rich fruit in many directions. From this League, or any of its many centers, information and material may be secured. Suggested celebrations vary in type from the great community masque to simple English folk-dances of Shakespeare's time. Surely your center can learn a folk-song or have one lecture, or give a scene from one of the plays. A number of masques of Shakespeare's day which may be simply presented and which give opportunity for participation by both adults and children and for dancing and singing are available. **THE PLAYGROUND** will be glad to have reports of the way your neighborhood center observed the Tercentenary.

Nation-wide Baby Week March 4-11, 1916—State health officials of thirty-nine states have already pledged co-operation in the observance of a nation-wide Baby Week March 4 to 11. The Children's Bureau

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has prepared circulars giving full information and suggesting both simple and elaborate programs for celebrations. These are available for free distribution. Everybody ought to be able to do something for this campaign. It need not be a week—a day, or one meeting, might do much.

The Ladies' Home Journal devotes one page of its February issue to Baby Week and in addition is publishing the two plays by Professor George M. P. Baird, so successfully used in the Pittsburgh Baby Week, reviewed in *THE PLAYGROUND* for January, in pamphlet form to be sent for two cents in stamps for each copy requested. The author has asked that he be notified in advance of when, where and by whom performances are to be given, and a copy of the program sent him.

Annual Peace Prize Contest—The American School Peace League closed on March first its contest for the best essays upon one of the following subjects:

1. The Opportunity and Duty of the Schools in the International Peace Movement. Open

to Seniors in Normal Schools.

2. The Influence of the United States in Advancing the Cause of Universal Peace. Open to Seniors in Secondary Schools.

Three prizes of seventy-five, fifty, and twenty-five dollars each are offered for the best essays in each set. Full information may be secured from the secretary, Mrs. Fannie Fern Andrews, 405 Marlborough St., Boston.

April 19th to 22nd—Some of the men and women interested in community centers and related problems are to meet in New York City on April 19th through April 22nd. Among the speakers will be Percy MacKaye, Edward J. Ward, Frederic C. Howe, Harry H. Barnhardt, Mrs. Mary Van Meter Grice, and Prof. Franz Boas. Some of the topics to be considered are the financing of community center work, the relation of such work to immigration, and public health, the demands of community center work on the city plan, co-operative art in the community center. The headquarters are 70-5th Avenue, New York City. The officers in charge of the conference are Luther H. Gulick, Alfred Shiels, and John Collier.

INTERNATIONAL RECREATION CONGRESS
OCTOBER 2-6, 1916
GRAND RAPIDS, MICHIGAN

RISE AND FALL OF NATIONS

James Edward Rogers, Secretary of the Recreation League of San Francisco, writing in the *Overland Monthly* under the title *Lest We Forget to Play* holds that the root cause for the rise or fall of a nation may be found not in a study of its religion or science or psychology but in its use of its leisure time. "Those nations have counted where the people have played hard in healthy sport and found intellectual enjoyment in wholesome amusements. Those nations have fallen that have not played or, if they did, played wrongly."

Greece rose to power and glory because of her wise and temperate use of leisure, "and it was only when the Greeks turned from health-giving recreation to health-destroying vices that the Greeks were forced to give way to the more vigorous Romans."

"The fall of Greece came when the Greeks became slaves to the passive sensual pleasures that came from the deserts and valleys of the Orient. There is perhaps no more unique bit of history than this conquering of the vigorous Greek—strong in limb and manly in character—by the pleasure-loving Oriental—feeble in body and weak in morals."

"Rome, too, was at first untouched by the vicious, passive pleasures of the East, but she, too, fell because, in the fourth and fifth centuries, overcome with opulence and power, she neglected to seek the vigorous outdoor life of the field and the woods"

"The Coliseum marks the decline of Rome. Here 80,000 Romans would flock and sit for hours basking in the sun to watch two stalwart gladiators fight for life."

Spain and France both illustrate that the "test of a nation's civilization is how it uses its leisure." When the people began to "over-gamble, over-eat and over-play," an age of passive amusement and self-indulgence set in which led to the sending of the Star of Empire to the British Isles. And "England has persisted as the world's great power because her people have persisted in play and active sport. In fact, the Teutonic races of the world dominate in politics and power because they enjoy the outdoor life and participate in vigorous play. The insipid nations of the Orient long died with their effete pleasures."

"Yet some people would have us believe that there are symptoms today in England that would transfer the Star of Empire across the Atlantic. They tell us she is following in the steps of Greece,

RECREATION AND OTHER SOCIAL MOVEMENTS

Rome, Spain and France in that her people as a whole are no longer recreating. The village green is either occupied or vacant. The public house is filled. If this be true, England should hearken to the voice of history and should see to it that all her people actively participate in healthy games and sports."

Mr. Rogers concludes with a consideration of America's fitness to welcome and hold the Star of Empire according to the test of the wise use of leisure.

RECREATION AND OTHER SOCIAL MOVEMENTS

Under the title *The Relation of Recreation to the Other Social Movements of the Community* in the November issue of the *Institute Quarterly*, official organ of the Public Charity Service of the State of Illinois, Sidney A. Teller, Director of Stanford Park, Chicago, points out that playground and recreation facilities are actually by count increasing the "health rate." Five years ago when Stanford Park was opened there were 597 people on less than three acres of land. There was *one* bathtub in the block. In the five years, *over a million* shower baths and swims have been given; "the neighborhood has literally been washed up."

"Recreation in itself cannot purge its own neighborhood, and so it must join with the other social movements to be fully efficient and effective. But one great nascent force is there. The recreation center with its example and high standard of housing, toilet facilities, cleanliness, order, fresh air, facilities for bathing, slowly but surely stirs a 'life consciousness' into those who come in contact with it. This life consciousness, when it becomes articulate, demands for the people in their own dwelling places, at least the minimum standard of housing, health, toilet facilities, bathing facilities, etc., that every human being is entitled to. Therefore the recreation center re-acts on its own neighborhood, and the whole community is lifted up and made conscious of higher things."

Mr. Teller further deals with the unquestionable effect of playgrounds upon juvenile delinquency, the power of recreation to help in the Americanizing of the immigrant, the relation of play to education and to economic problems.

"Recreation can only work with the material which comes to its hands, and is interested in that material being better, and eventually the best. Recreation cannot build the temple of dem-

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ocracy alone, nor can recreation be left out and make the temple a success. Each and all are needed. All must work together. None can stand alone.

"The socialized recreational worker can see half of his work being nullified by negative conditions in the community; he can see how much further the same amount of energy and force would go if the destructive forces were themselves destroyed. He can see how all social problems are related to each other and none can stand alone. He asks the other so-called 'social workers' of the community, leaders of social movements, and all socialized persons to see how recreation is related to their problems and to the community's welfare. Social recreation, with the right kind of leadership and personality, with sufficient equipment and facilities, is a strong social force in America, and best of all its work is constructive and preventive."

A COUNTRY PLAYGROUND

Margaret T. Alexander, New Castle, Pa.

A visit to the overcrowded districts of a city where the children have no place but the narrow, dirty streets in which to play, and then another visit to a similar district where playgrounds have been provided is sufficient to convince any person of the need of playgrounds for such districts.

Most of the larger cities have awakened to their opportunity as well as their duty and are providing safe, clean and wholesome places for the children. It is in the rural districts and small towns that the people have deprived themselves and their children of this pleasure, thinking that playgrounds are necessary and beneficial only in the more congested districts. For this reason, I wish to tell you of a playground in Ellwood City, Pa., a city with a population of about 5,000.

This city is situated on the Connequenessing, a beautiful stream, flowing through a rock canyon. On all sides are fields, woods and streams, inclosed by beautiful hills. Most of the homes are comfortable, well kept and surrounded by large grassy yards and lawns.

Some broad-minded, far-seeing men at the head of the Shelby Steel Tube Company, in this town, knew of the benefits to be derived from a playground, yet this question confronted them: "Would a playground be successful in this place where the children had all

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the space they desired in which to play, where there were woods, hills and streams such as any child might wish for and where there was a country club where all sports and athletics could be enjoyed?" Information could be secured only concerning larger cities and more densely populated districts.

With these doubts the playground was started, financed by the Tube Company. The grounds, which are about two and one-half acres in extent and rather too hilly for a good layout, were given rent free by a realty company. This land had to be cleaned up and leveled off. A large part of this was done by volunteers from among the mill men.

A slide, swings, see-saws, sand pile, wading pool, volley ball court, two tennis courts and a drinking fountain were installed. The cost of this equipment was \$596.57, a great part of which was used in building the tennis courts. Any city could very easily afford this expense.

From the very first day, the attendance and interest surpassed all hopes. The figures were estimated by counting the number present at 10 a. m. and 3 p. m. Children came and went as they wished. No account was taken of the evening attendance nor of adults. The average daily attendance of children, thus counted, was about one-third of the total school enrollment.

Not only children but grown people spent whole days on the playgrounds, many coming from a distance of two miles. The mill men utilized it during the noon hour and in the evenings. They formed volley ball and baseball teams for the noon hour. This sport was continued all winter, playing inside when the weather was not suitable for outdoor play. In the winter the tennis courts were flooded and used for skating. After a nine weeks' season the playground closed.

The playground is now running for the second season. This spring the mill men offered to collect enough money to build a swimming pool and bathhouse. A swimming pool 50 x 72 feet costing \$660.71 and a bathhouse costing \$250.82 were built and there was money left in the treasury.

The board of trade asked the privilege of contributing to the support of the work. Their donation of nearly \$400 was used to erect a shelter tent 40 x 50 feet. The donation was in excess of the money needed for this.

With the extra money from these two donations an additional bathhouse has been built to accommodate the large crowds who use the swimming pool.

WHAT IS THE BEST PLAN FOR PLAYGROUND EXHIBIT

Probably no part of the playground has been more appreciated than the pool. Here, without running the risk of uncertain creek bottoms and currents, in a few weeks, about one hundred small children in addition to a number of older girls and women have learned to swim. Mothers, who used to be in constant terror lest their children should be drowned in the nearby streams have lost all fear, since the children have the pool in which to swim and many are learning to swim with their children.

Folk dancing, with music, is made possible by a piano which belongs to the office girls of the mill, which they lend to the playground.

WHAT IS THE BEST PLAN FOR A PLAYGROUND EXHIBIT?

The play and recreation movement lends itself to the three dimension exhibit. Experience has proved that the attention can most easily be held by an exhibit which provides for motion and there is no better way of providing for motion in connection with a playground exhibit than by arranging for children, thoroughly alive and wide awake, to play their games in the presence of those who come to the exhibit. This has far greater effect than any number of model playgrounds with dolls to represent the children.

The first essential of such a playground exhibit is to secure a good play leader who can so conduct the play as to lead the children to forget that they are playing in the presence of spectators, and there are a large number of men and women in America who have this kind of gift. It will usually be necessary to pay from \$75.00 to \$100.00 a month to secure any play leader qualified for exhibit work.

A good many cities have tried demonstrations in connection with exhibits, and not a single instance is reported in which these demonstrations have not awakened interest.

If for any reason it is not possible to have play demonstrations with the children, a very satisfactory form of exhibit is to arrange for stereopticon slides to be thrown upon a large screen. If a large number of people are passing the screen, such pictures, and the constant change from one picture to another, are likely to attract much attention.

The need for playgrounds and what playgrounds are accomplishing can be graphically set forth through pictures, but such photographs are not apt to prove so effective as the play demonstrations.

PRODUCING NEIGHBORHOOD EFFICIENCY THROUGH PLAY

Ernst Hermann, Newton, Massachusetts

How can our boys and girls get their social training, a training which will lead to strong community life and neighborhood efficiency? The social instinct is strong in children and develops very early. Small families, strange neighborhoods, absence of play leaders, race differences, chill this instinct.

The gang instinct or team spirit appears in boys at about the age of ten. They are brought together through the driving need for fellowship which will make group activities possible, the same need which in later life makes a citizen of a democracy.

The old environment where boys grew up together until they were adults has disappeared. Team friendships are now slow in forming and when formed they are easily broken up. The development of loyalty and patriotism among our mixed population is thereby made extremely difficult.

This democracy needs strong leaders; it needs many capable leaders. Where are we going to get them if our boys cannot practice leadership?

Playground activities must be made to substitute the things which are now lacking in the environment of the child's home, and the schools must be changed to meet these deficiencies. Formerly, children developed bodies and health spontaneously in their homes, yards and in the streets, in the woods and in the fields. Thereby real citizenship was developed and the school furnished only academic knowledge and polish. If the spontaneous, natural, physical and moral training is not furnished naturally, we must provide it artificially.

Let me review in a few words a child's life and compare his environment of today with that of former generations.

PARENTS—Brought up in cities—Late marriage due to economic conditions—One or two children only—Their best time for raising children gone by—Themselves living practically a sedentary life.

HOME—Narrow quarters—Overstocked with furniture—Polished floors—Ash barrel backyards—Clothes line porches—Interference with instructive desires of children for action—Afraid they will fall when climbing stairs—Hours of the day spent in perambulators or high chairs—High shoes at the age of one year and ever

PRODUCING NEIGHBORHOOD EFFICIENCY

after—Polished soles under shoes—Tight clothing—Too warm clothing—Overheated and dry air—Not allowed to mingle with neighbors' children early—Race, religious and political differences—Frequent moving to new environments—Children not getting acquainted—No chance for boys developing leadership—Playthings too small and artificial—No sand play—No digging in Mother Earth—No climbing—No throwing—Early schooling—Long hours at desk—Poor light—Nervous environment if many children are in the same classroom—Forced application causing bad mental habits—Additional nervous burdens of cultural subjects—No house work for girls (Cooking and homemaking is ready made)—Father never at home—No hobbies as carpentering or gardening when he comes home—Boy would love to do things his father does—No week-end excursions into woods—High school work or Early shop and factory work—Both sedentary—These always during years of most rapid growth of body and vital organs—This the time of development of emotional life, maturing of sex—After that a life of worry and competition in factories, shops, offices—Nervous, monotonous, exhausting—Destroys health, ambition, and happiness.

This shows the tremendous difference of former and present environmental influences.

* * * * *

A good straight and strong human back is developed without gymnastic apparatus by any child if he can get up and down from the ground, fall over and recover himself a few hundred times a day. Leg muscles are developed by the baby's getting on top of things; the neck muscles by looking up and down, here and everywhere. The chest deepens from shinning up a tree or getting up on the rocks or the shed. Lung power is developed by running and chasing and climbing; heart power, by hard physical exertion which is strong enough to bring the blood to the skin. Kidneys grow stronger by frequent flushing of the skin, thereby causing perspiration and a desire for drinking water. The human foot cannot have a good arch unless the foot is exercised on flat and uneven surfaces, without restraint of leather bound ankles and thick soled shoes. The lenses of the eyes get their proper convexity by visualizing big things, things that are not too near, moving objects that can be followed by eye movements without eye strain. The senses of smell and hearing depend for their rational growth upon the big smells of nature, of plants and trees, minerals and animals, and the

PLAY LEADERSHIP

grand chorus of the millions of notes which Nature plays outdoors.

The voice is trained by Nature's tunes; feeling, by handling Mother Earth and its growing things. The skin with its all important ventilating mechanism is hardened and toughened and made responsive only by exposure to winds and weather and changing atmospheres.

PLAY LEADERSHIP

Wm. Lyndon Hess, Collingswood, N. J.

In a certain suburban New Jersey town with a population close to seven thousand, there are three primary schools, one school half grammar and half primary, another school, the largest, with ten rooms, grammar and two primary, and a high school. Up until March 1915 there was no supervised play in these schools. The Parent-Teacher Association was an ardent advocate of play leadership. The teachers were for the most part luke-warm in their attitude. Play leadership finally won out.

The Board of Education while partially favoring the plan would not appropriate any money for the equipment of the playgrounds, but did sanction the raising of funds by the different schools. Money was raised, not a great deal it is true, but enough to make a good beginning.

One school, the smallest primary school, raised money by subscription; one had a "Pantry Sale"; another had a "Home-Made Goody Sale"; and two conducted cake sales. The High School did not raise any money.

The Superintendent of Schools realizing that not enough money had been raised to equip the playgrounds with expensive apparatus purchased from the manufacturers decided to have a local carpenter construct the apparatus that was necessary. The lumber was purchased and the carpenter did his work. As a result, on each playground see-saws and swings were erected, and for the grammar schools, goal posts for basket-ball and posts for use in playing volley-ball. Besides the apparatus described, the schools were supplied with quoits, basket and volley-balls for the boys and girls, stands with holes in for the playing of a bean-bag game, and, in lieu of a net, strong rope for volley-ball.

In the twelve room school, covering five grades of work, seven of the rooms, six on the second floor and one on the first,

TEACHING CHILDREN TO PLAY

covering the work of the sixth, seventh and eighth grades, are in the departmental system. There had been but one recess for all rooms in the morning. The principal now divided the rooms and provided for two recesses: one from 10:10 to 10:25 for the five rooms containing the fourth and fifth grades; and the other from 10:30 to 10:45 for the departmental grades.

Two schedules showing teachers' duties on the two playgrounds, the assignment of the different games to the various rooms are issued by the principal every two weeks. For each recess a different teacher is assigned to each playground daily, alternating, so that the teachers may have turns equally with the boys and the girls respectively.

The plan from the inaugural day has worked well all around. The teachers who at first were luke-warm are now only too glad to go to the yards with the pupils and watch them and aid them in their play. It has been found that practical solution of a school problem assisted by system and co-operation has won staunch advocates where mere theory failed.

Play with a play-leader yields the largest kind of dividend to the community that invests in it. It pays. Play, pay; pay, play; should ring in the ears of the citizens of every community without play leadership in the schools until the school playgrounds are thoroughly equipped with playground apparatus. A small beginning is sure to be of great benefit, and it is a big incentive to a more complete equipment and should not be scorned. Let the start be made and additions will be sure to be taken care of.

TEACHING CHILDREN TO PLAY

A. I. Decker, Superintendent of Schools, Fredonia, Kansas

Children should be taught to play as carefully as they are taught to read, cipher and spell. The school program should provide a period for play as definite and regular as that given to instruction in language. The course of study for play should be as carefully outlined as that in reading. The instruction in games should be as detailed and specific as that given in arithmetic. The play group should be small enough to allow for plenty of individual instruction. The play teacher should be as well trained as any in the corps.

This is the fifth year that a plan such as is suggested above has

TEACHING CHILDREN TO PLAY

been used in the schools of Fredonia, Kansas. The experience of this community should be of general interest because it tends to show that a plan typified by that used in Gary, Indiana, is highly successful when adapted to a smaller school, in fact when adapted to a school of any size. To illustrate, in a two-teacher school one of two plans might be followed. First, let teacher A give her group instruction in play from ten to ten-thirty, and teacher B from ten-thirty to eleven o'clock in the forenoon and repeat during the periods two to two-thirty and two-thirty to three o'clock in the afternoon. Second, let teacher A give her group instruction in play from ten to ten-thirty and exchange groups with teacher B, giving the second group its play. As the school increases in size the second of these plans is probably preferable as it centers the responsibility for the instruction in play in one individual. It will be found a good plan where possible to let the play teacher act as principal of the school.

The second plan suggested is the one used in the Fredonia school. A play teacher is employed as one of the teachers for each six grade groups below the seventh grade. Each play teacher's program is exactly this.

A. M.

9:00 sixth grade
9:30 fourth grade
10:00 second grade
10:30 first grade
11:00 third grade
11:30 fifth grade

P. M.

1:15 sixth grade
1:45 fourth grade
2:15 second grade
2:45 first grade
3:15 third grade
3:45 fifth grade

It happens that there are just twelve grades in the school below the seventh so that it requires exactly the full time of two teachers. But the plan was the same when there were ten grades, three years ago, one teacher gave all her time to play and another gave four periods in each half day, giving the other two periods in each half day to penmanship. That the program runs no higher than the sixth grade is due to the fact that the Fredonia schools are organized under the so-called six and six plan, beginning the junior high school in the seventh grade. If this were not so we should have one teacher working full time, another one-fourth time at play instruction in each eight-room ward school.

This type of school need be no more expensive than any other. There are just as many teachers as grades or groups of children and need be no more. To illustrate the inter-relationship, at nine-

PLAY-SHEDS AND GLASS-COVERED PLAY COURTS

thirty o'clock the play teacher turns the sixth grade over to the teacher of nature study in exchange for the fourth, at ten o'clock she exchanges with the teacher of music who has had the second during the period, at ten-thirty she exchanges with the teacher who has been giving the first grade instruction in reading and so throughout the day there is no loss of time, no lapses of close control, each teacher and pupil busy at a definite task all day.

There is no necessary expense for playground apparatus. The teacher has a small group and can see that each child is engaged in play. The only expense in the Fredonia schools is for playground balls, which is about \$50.00 annually. There is no apparatus of any kind on the grounds or in the play room except two portable uprights to support baskets or nets for various ball games.

The plan offers a simple, practical solution of the health inspection problem in the small school. The playground teacher is school physician and school nurse. There is no need of a special course in ethics, character is taught by practice, not precept alone. Because of the close supervision, discipline ceases to be a problem. It is a good thing to have the play teacher serve as principal of the school as it gives close personal relationship with each pupil and a measure of freedom for administrative duties.

Any adult who will invoice the things in his life that are harmful to him will find they were acquired in childhood or youth when alone with few individuals away from proper adult oversight. It will be a wonderful thing for the citizenship of our country when we learn the necessity of a close supervision over the waking hours of our children and youth and that such supervision is possible, is wholesome and enjoyable, when exercised through the spontaneous happy medium of play. It will be found a good thing to employ the play teacher, if no others, by the year and give to her charge of all children not otherwise employed during hours before and after school, on Saturdays and Sundays and during school vacations.

PLAY-SHEDS AND GLASS-COVERED PLAY COURTS

Stella Walker Durham

Portland, Oregon

Climatic conditions along the Pacific Slope make the winter play of the children very different from that enjoyed by the children of colder climates. In western Oregon and Washington and

SKATING TESTS

much of California, the cold never interferes with the out-door life of even the smallest children but the frequent rains make it desirable to have some overhead protection. To meet this need the public schools of Oregon are beginning to provide play-sheds and glass covered courts. There are now eight schools in Portland alone, provided with either play-sheds or glass covered courts. The Josiah Failing School, shown in the picture, has two courts, on opposite sides of the building, one used by the boys and the other by the girls. They are each 40x90 feet. In this instance the courts are of concrete construction and a great deal of glass was used making the courts very light. The approximate cost of these courts was \$3,000 each. At the new Kennedy School, a concrete, one-story building, there are two glass covered courts, each 35x105 feet. This space gives splendid play opportunities. The glass courts in each case conform, of course, to the architectural features of the building so that the size and cost differ in each building.

The play-sheds which are being used in some of the outlying districts of Portland and in many of the rural districts, are simply detached buildings boarded up at each end with two-foot planks for hand ball. The remainder being enclosed with wire-mesh for basket ball. The Vernon play shed shown in the illustration is 40x80 feet and cost \$1,156.00. If either play-sheds or courts are to be used for basket ball they must be built with very high ceilings.

SKATING TESTS

J. R. Batchelor, Director, Public Recreation Department,
Duluth, Minn.

With regards to the skating tests which we used allow me to say that the boys were divided into three divisions and the girls into two, and the events were as follows:

1. Skate 100 yds. in—seconds*—100 points
2. Skate circle to left—100 points
3. Skate circle to right—100 points
4. Skate circle back to left—100 points
5. Skate circle back to right—100 points
6. Skate figure 8 one foot to each loop—100 points
7. Skate and broad jump—100 points

*Each rink had its own standard.

PARK BENCHES

8. Skate and high jump—100 points
9. Spread eagle—100 points
10. Free event one of their own choice

In nearly all of these events we could not make a definite distance or height because of the difference in rinks. On the twelve rinks in the city there were only four directors although there was a caretaker on each rink and it was rather hard to get at this test as much as we wanted to but I found its possibilities and another year will make it more perfect. I found so many boys who could not skate in a circle and very few could do the spread eagle. Duluth is Hockey crazy and at the present time we have 27 grade school teams in four leagues. This has taken away all chance to conduct the tests.

Eighty per cent of the above total points gave the boy or girl a badge.

PARK BENCHES*

George A. Parker, Superintendent, Department of
Parks, Hartford, Conn.

In Hartford we are using wooden benches in preference to iron or cement. We have comparatively few iron frame benches, having purchased none for five years, but are making in our shops the wooden settee bench that we need.

I believe we seat the people more comfortably and at less expense per year than in any other way. The benches certainly are more comfortable to sit upon. The seating system of Hartford parks probably differs from other cities, and perhaps would be considered crude and inartistic.

I estimate that seats in parks and open spaces should be sufficient, in cities of 100,000 people, which is my municipal yard stick, to seat five per cent of the population at one time, with extra movable seats that would seat five per cent more on unusual occasions, such as band concerts and celebrations. Thus, in Hartford we should have seats for five thousand people located in the different parks with seats for five thousand more people that can be moved from park to park. Hartford has the five thousand movable seats, but has not yet the five thousand seats to remain continuously in the parks.

*A letter printed by permission of Mr. Parker. See cuts pages 2 and 3

EXTENDING FIELD HOUSE SERVICE

This ratio would probably be less for a city of five million, like New York, under present conditions, but if the structural parks are built, I think the ratio would probably hold good, to the great advantage of the city.

Our seats cost us from thirty to forty-five cents for one seat for one person. They are good for about five years, so that it costs us from six to nine cents for a park seat per person for one year, or a daily cost of about one-quarter of a mill, that is, one cent would give a person a seat in the park for a month.

The different parts of the seats are made from drawings as carefully drawn out to scale as for a machine, and are assembled as needed. The different parts are put together with bolts and screws, whenever intricately connected with other parts, and so planned that a broken piece can be replaced without destroying the others.

While all this may seem very simple and not worth writing about, yet I assure you what we now have is the result of many trials and considerable good lumber wasted. The seating of people in parks is no simple matter, however simple the seat itself may be.

JONES PARK, EAST ST. LOUIS, ILLINOIS

Tampton Aubuchon

In 1908 the East St. Louis Park District, a municipality embracing the city of East St. Louis and a part of St. Clair County, Illinois, was created by a special act of the Illinois Legislature. The East St. Louis Park District was given power to levy and collect taxes for the purpose of providing and maintaining a system of parks and boulevards throughout the district.

Jones Park is forty-six and one-half acres of concentrated facilities for public pleasure and comfort. East St. Louis existed for many years without a public park system and the Park Board determined to provide the city with a park which would be interesting and entertaining to everybody, regardless of cost.

Through Jones Park winds a lagoon occupying about seventeen acres. Its meandering course, two hundred feet wide by a half-mile long, is shadowed by overhanging willows. It is devoted to boating and canoeing. Its greatest depth is four feet, this being considered sufficient for boating and a safe depth. A boat-house is situated at one end of the lagoon where an adequate number of docks are provided for skiffs and canoes.

JONES PARK, EAST ST. LOUIS, ILLINOIS

A large open-air swimming and bathing pool, costing \$7,000, is one of the attractive features of the park. A bath-house 165 feet long by 36 feet wide, accommodating 376 men and boys and 190 women and girls, was built at a cost of \$8,000.

Immediately in front of the bath house is a spacious sand beach occupying about three acres. The shallow water, from six inches to four feet, covers about 78,000 square feet. The deep water section is 450 feet long by 120 feet wide and eight feet deep. There are diving platforms and spring-boards at various places around the pool. The total capacity of the swimming pool is 4,678,500 gallons. The good condition of the water is assured by an influx of 800 gallons per minute supplied from a well on the grounds. Arrangements have been made for water polo meets and swimming races.

A concrete grandstand, seating 1,000 people, facing a quarter mile track, was built at a cost of \$10,000. The track is twenty-five feet wide with a 200 yard straight-away. The center area of the track, immediately in front of the grandstand is used for baseball and football. Beneath the grandstand are lockers and shower baths for athletes of both sexes. Seven acres are devoted to tennis courts. There is a general playground suitable for the entertainment of children from the ages of five to seventy-five. Swings, toboggan slides, sand piles, croquet grounds, courts for horse-shoes and quoits are a number of the playground facilities.

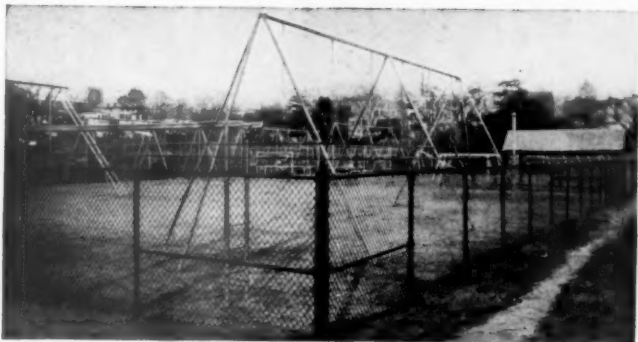
Although the park contains 150 benches and a large number of box swings and rope swings, \$17,000 was spent on a two story rest-house. The rest-house is built of fire bricks and is architecturally a handsome building. The lower floor comprises drinking fountains, ladies' and men's toilet rooms. The upper floor is a covered pavilion overlooking a grove. Comfortable chairs and settees are placed in the section and provision is made for band-concerts. Ladies' literary and sewing societies are urged to use this section for their meeting places. The fortunate location of the rest-house will enable mothers to indulge quietly in sewing or reading while the children are romping in the grove.

Jones Park was built at a cost of \$75,000 including the purchase price of the ground. A natural wilderness of shade trees facilitated the beautification of the park area. Five hundred young trees were planted on the grounds and in a few years will add excellent shade trees to the already wondrous supply. All electric wiring is underground, and all walks are made of cement. Sanitary drinking fountains are placed in various parts of the park, and

large wire baskets for refuse are conveniently situated throughout the grounds. The park is designed for the exclusive use of pedestrians, no provision being made for the travel of vehicles.

Jones Park was formally opened at a monster union school picnic, on June 12, 1914. Twenty-five thousand people attended the picnic and over 5,000 men, women and children were in the swimming pool sometime during the day.

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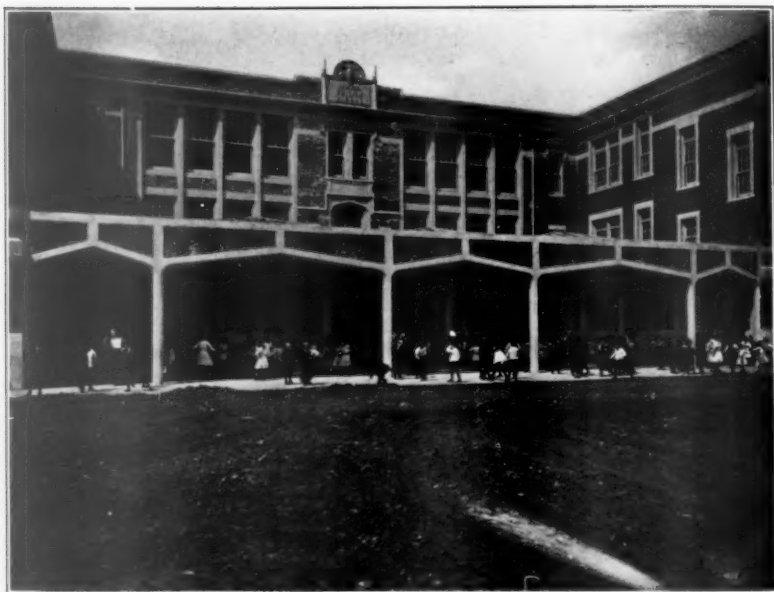
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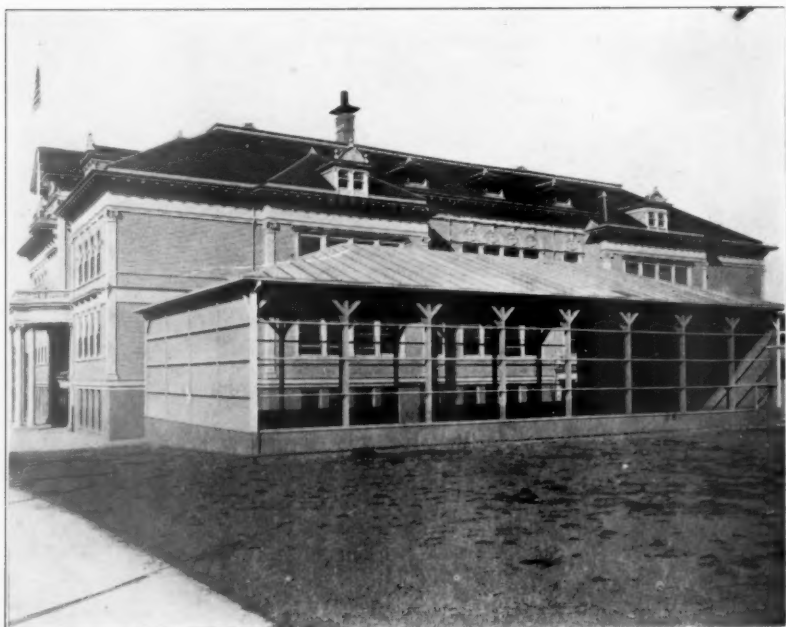
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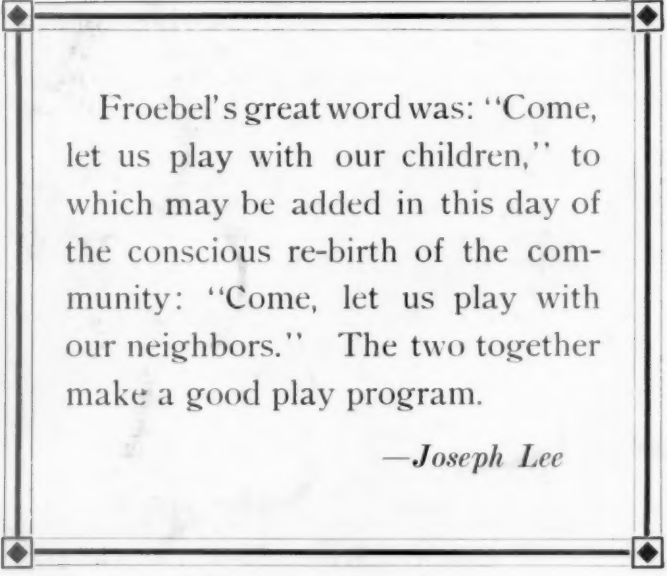


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Froebel's great word was: "Come, let us play with our children," to which may be added in this day of the conscious re-birth of the community: "Come, let us play with our neighbors." The two together make a good play program.

—*Joseph Lee*

International Recreation Congress
October 2-6, 1916, Grand Rapids, Mich.